

AZ Education and Career Action Plan - ECAP



Participant Guide Workshop

Material in this guide was prepared by Dr. V. Scott H. Solberg. While this workshop is designed for youth and their families, the content draws from material developed by Public Consulting Group in collaboration with staff from the Massachusetts Department of Elementary and Secondary Education. The original materials were designed to support the *Massachusetts College and Career Advising* project which includes a series of professional learning experiences for school counselors and school leadership team members. The development team included Shailah Stewart and Lisa Harney from the Massachusetts Department of Elementary and Secondary Education, Katie Gray of Unique Potential Consulting and Leadership Coaching, and Robb Geier from Public Consulting Group.

Instrumental in the design and development of the *Massachusetts College and Career Advising* program were Dr. V. Scott Solberg and Lisa Fraize from Public Consulting Group. For organizations interested in having a similar workshops offered for educators, families and/or youth, contact Anna D'Entremont (adentremont@pcgus.com) or Robb Geier (rgeier@pcgus.com).

Workshop Agenda

Part 1: Introduction to the ECAP

Part 2: Self-Exploration Skills: Identifying Your Talent

Part 3: Career Exploration Skills: Exploring How Your Talent Aligns to the World of Work

Part 4: Career Management Skills: Creating Action Plans to Pursue Your Career and Life Goals

Workshop Learning Targets

After completing this workshop, you will be able to:

- Identify your transferable skills and competencies
- Explore how your skills and competencies connect to a range of jobs and careers
- Identify the types of work-based learning, postsecondary training and degrees needed to pursue your career and life goals
- Understand how to use the AZCIS to manage your career portfolio

Part 1: Introduction to the ECAP

In school, the ECAP is a structured set of activities designed to teach a set of career development skills that are expected to be used outside of school.

This workshop is designed to showcase how these career development skills are relevant for youth and their families.

The ECAP is both a process and a career ePortfolio. As a process, the goal is to help you identify your talent – that is the skills and competencies you possess that apply to the world of work.

Our goal is to increase your “employability,” that is, increase the range of competencies and skills you possess so that your employment opportunities expand.

While in school, quality ECAP programs will help youth identify career and life goals that align with their talent. Then, the ECAP helps you design a personalized academic and postsecondary pathways that will allow them to successfully pursue those goals.

Some ECAP Details:

- Nationally, ECAPs are referred to as Individualized Learning Plans or ILPs and are being either mandated or encouraged in most states.
- The ECAP is a state mandate for all youth in Arizona.
- Quality ECAP programs will compliment and strengthen the transition plan that is added to the IEP. Your IEP Coordinator should be able to describe how the ECAP supports the transition planning process. See Appendix A for a crosswalk between the ECAP and IEP that was developed by the Vermont Agency of Education.
- Quality ECAP programs should also support the development of a Pre-Employment Transition Services plan that is administered by the Department of Vocational Rehabilitation.

NOTES

Activity 1.1: The “Dreaded” Ice Breaker Activity

Let’s get to know each other.....

- Family: Who is working in the job they originally went to college for?
- Youth: Who has an idea of what they want to do after high school?
- Who, if anyone (and who) has helped you (Family) or is helping you (Youth) identify career interests and college choice based on those interests?
- How would you describe your talent(s) and how this talent applies to the world of work?

NOTES

ECAP as a Process

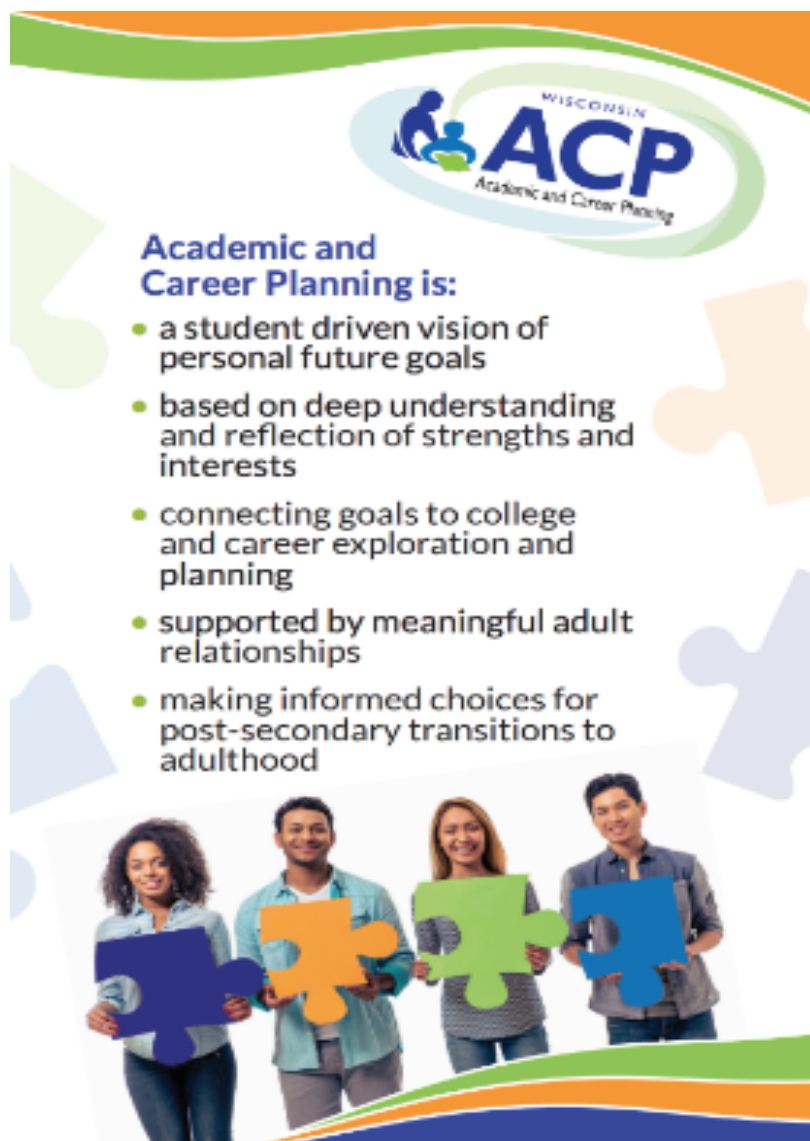
As a process, quality ECAP programs in schools encourage youth self-exploration, career exploration, and career management. The intention is to help youth will become more self-directed, proactive and engaged in their academic coursework and future planning.

DISCUSSION

ECAP differs from most classroom experiences.

To understand the nature of ECAP, study the communications materials on this page from Wisconsin's version of ECAP which they refer to as the Academic and Career Plan (ACP).

- How do these statements about engaging students compare or contrast with how schools currently prepares youth to become college and career ready?
- How do the ideas compare or contrast with traditional career development lessons that involve career choice and decision-making?



Elements of the ECAP Process

Arizona's ECAP process can be divided into the following key domains:

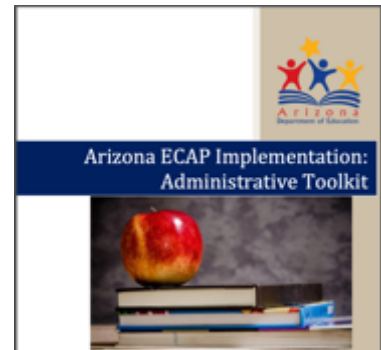
Self-Exploration Skills

Career Exploration Skills

Career Management Skills

Work-based learning

Early Access to College



For this Workshop we will be focusing on:

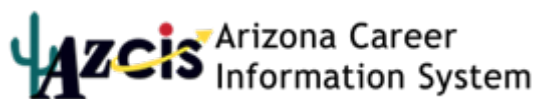
Self-Exploration skills – Identifying your talent

Career Exploration skills – Connecting your talent to the world of work

Career Management skills – Identifying pathways to pursue your career and life goals

Part 2: Self-Exploration Skills: Identifying Your Talent

Activity 2.1: Identifying Your Transferable Skills



To support our exploration, we will use the AzCIS. AzCIS is an online career information system. It offers youth and adults with an interactive process for:

- Exploring interests, skills, and values
- Identifying a wide range of career opportunities
- Planning academic courses and exploring postsecondary options
- Engaging in job searches

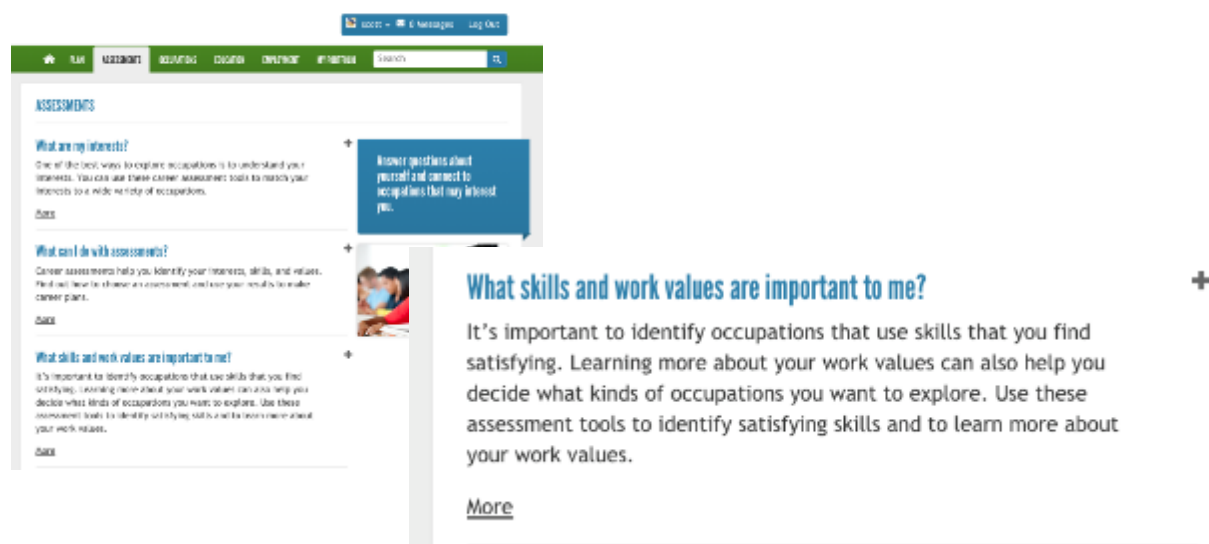


DIRECTIONS

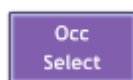
Login to AzCIS (<https://portal.azcis.intocareers.org/>), you can follow along with this activity demonstration.

The purpose of this activity is to use an interactive feature found in AzCIS to help you quickly become aware of the range of **transferable skills** you already possess and then explore how these skills may open opportunities to an expanded range of opportunities.

Once you are logged into AzCIS, click on the Assessments tab where we can then click on the “What skills and work values are important to me.”



Next, click on **Occ Select**.



Use Occ Select to match occupations to your skills. Do you have a dream occupation in mind? Interested in learning what skills a person needs to perform on a job? Use Occ Select to explore an occupation and learn the top skills that are important to performing the job duties.

SKILLS rates the skills you select in several ways. It lists the Top 30 occupations that best match your skills. It calculates a Holland Personality Type based on your skills. It rates your skills to clusters of occupations. SKILLS also lets you compare your skills to the skills required by an occupation.

Note: After you make your selections, click Get My Results. To store your results, click Save, enter your personal comments, and click Save Information.

Select a “dream,” current, or previous occupation. The reason for starting with this is that many youth can provide a “career goal” but upon examination, only a few really understand the nature and skills needed to pursue the career (e.g., “I want to be a ‘crime scene investigator’ because I love watching CSI!”). Below is the skills profile for Computer Support Specialist which is in high demand throughout the country.

SKILLS

[? Help & Tutorials](#)
[Español](#)

Select the skills that are satisfying to you. Then drag and drop the skills into the appropriate category.

Personal Skills	Situational Skills	Processing Skills	Problem Solving Skills
01. Dependability	25. Creativity	49. Science Reasoning	
	26. Aesthetic Judgment	Communication Skills	
	27. Stress Tolerance		
04. Integrity	28. Hazards Tolerance		
05. Efficiency	29. Discomfort Tolerance		
06. Competitiveness	30. Repetition Tolerance	54. Concentrating	
07. Social Perception	32. Categorizing		
		58. Synthesizing	
11. Assisting/Caring			
12. Performing	Technical Skills		
16. Motor Coordination	38. Repairing	Management Skills	
17. Stamina	40. Controlling Machines	63. Safety of Others	
18. Strength	41. Operating Vehicles	64. Persuading	
19. Rapid Response		65. Negotiating	
		66. Confronting	
		67. Initiating	
20. Sound Discrimination	Math & Science Skills	69. Directing/Leading	
21. Shape Discrimination			
22. Color Vision	46. Estimating		
23. Depth Perception	47. Budgeting		
	48. Math Reasoning		

5 + Add - Remove

Very Satisfying Skills

- 42. Using Computers
- 44. Technology Design
- 61. Active Learning
- 62. Using Knowledge
- 70. Decision Making

5 / 5 skills added

20 + Add - Remove

Somewhat Satisfying Skills

- 02. Flexibility
- 03. Persistence
- 08. Independent Work
- 13. Instructing
- 24. Visualizing
- 31. Following Procedures
- 33. Record Keeping
- 34. Attention to Detail
- 35. Verifying Information
- 36. Installing
- 37. Inspecting
- 45. Calculating
- 51. Writing
- 52. Speaking
- 53. Listening
- 56. Evaluating
- 59. Analyzing
- 60. Planning
- 68. Coordinating
- 72. Impact of Responsibility

20 / 20 skills added

10 + Add - Remove

Moderately Satisfying Skills

- 09. Teamwork
- 10. Working with the Public
- 14. Finger Dexterity
- 15. Manual Dexterity
- 39. Troubleshooting
- 43. Programming
- 60. Reading
- 55. Information Gathering
- 57. Advising
- 71. Managing Resources

10 / 10 skills added

Drop one or more skills here for quick definitions

[SKILLS Home](#)
[Occ Select](#)
[Skill Definitions](#)
[Start Over](#)
[Get My Results](#)

Let's explore what other careers and job opportunities align with your skills.

SKILLS

Help & Tutorials Español

Select the skills that are satisfying to you. Then drag and drop the skills into the appropriate category.

Personal Skills	25. Creativity	49. Science Reasoning	5. Add Remove	31. Add Remove
01. Dependability	26. Aesthetic Judgment	Communication Skills	Very Satisfying Skills 42. Using Computers 44. Technology Design 61. Active Learning 62. Using Knowledge 70. Decision Making 5 / 5 skills added	Somewhat Satisfying Skills 02. Flexibility 03. Persistence 06. Independent Work 13. Instructing 24. Visualizing 31. Following Procedures 33. Record Keeping 34. Attention to Detail 35. Verifying Information 36. Installing 37. Inspecting 45. Calculating 51. Writing 52. Speaking 53. Listening 56. Evaluating 58. Analyzing 60. Planning 68. Coordinating 72. Impact of Responsibility 20 / 20 skills added
04. Integrity	27. Stress Tolerance			
05. Efficiency	28. Hazards Tolerance			
06. Competitiveness	29. Discomfort Tolerance			
	30. Repetition Tolerance			
Social Skills	Processing Skills	Problem Solving Skills	Moderately Satisfying Skills 09. Teamwork 10. Working with the Public 14. Finger Dexterity 15. Manual Dexterity 39. Troubleshooting 43. Programming 50. Reading 55. Information Gathering 57. Advising 71. Managing Resources 10 / 16 skills added	
07. Social Perception	32. Categorizing	68. Synthesizing		
11. Assisting/Caring				
12. Performing	Technical Skills			
	38. Repairing	Management Skills		
Movement Skills		63. Safety of Others		
16. Motor Coordination	40. Controlling Machines	64. Persuading		
17. Stamina	41. Operating Vehicles	65. Negotiating		
18. Strength		66. Confronting		
19. Rapid Response		67. Initiating		
Perceptual Skills	Math & Science Skills	69. Directing/Leading		
20. Sound Discrimination	46. Estimating			
21. Shape Discrimination	47. Budgeting			
22. Color Vision	48. Math Reasoning			
23. Depth Perception				

Drop one or more skills here for quick definitions

SKILLS Home Occ Select Skill Definitions Start Over Get My Results

Drop one or more skills here for quick definitions

Start Over Get My Results

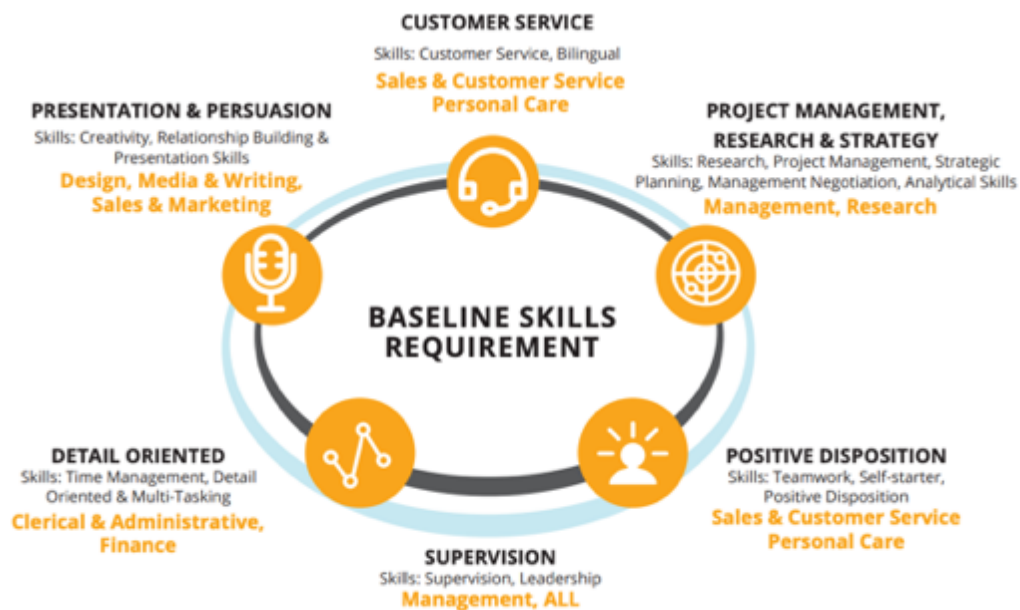


Some Considerations. We are moving into a 4th Industrial Revolution where advanced technical and deeper human skills are needed to gain access to decent work. Below are examples provided by Burning Glass Technologies, a workforce and employment company that tracks new and emerging job opportunities.



BASELINE SKILL REQUIREMENT ACROSS JOB FAMILIES

Occupation groups commonly have a signature set of baseline skills that distinguish those roles. Burning Glass conducted a cluster analysis to determine which skills are commonly requested together in the same jobs. Through this analysis, job seekers can consider how their skills align with market opportunities and potential gaps to address in pursuing their desired careers.



APPENDIX2: CONTINUED

FIGURE 2: BASELINE SKILL PERCENTAGES BY CAREER AREA

Baseline Skill	All Career Area	Clerical and Administrative	Customer and Client Support	Design, Media, and Writing	Engineering	Finance	Health Care including Nursing	Hospitality, Food, and Tourism	Human Resources	Information Technology	Management and Operations	Manufacturing and Production	Marketing and Public Relations	Personal Care and Services	Research, Planning, and	Sales
Communication Skills	37%	36%	46%	34%	34%	41%	28%	32%	43%	36%	43%	28%	46%	36%	42%	45%
Organizational Skills	27%	33%	28%	27%	22%	29%	20%	26%	40%	22%	38%	23%	37%	20%	33%	29%
Writing	23%	24%	22%	39%	23%	25%	15%	14%	28%	25%	26%	17%	34%	15%	30%	21%
Customer Service	17%	20%	64%	6%	6%	19%	8%	23%	14%	10%	15%	6%	13%	13%	11%	35%
Problem Solving	15%	11%	20%	11%	19%	17%	10%	8%	15%	21%	20%	17%	15%	6%	23%	13%
Building Effective Relationships	9%	7%	12%	5%	5%	12%	7%	11%	14%	5%	15%	5%	12%	18%	9%	15%
Project Management	9%	4%	3%	10%	21%	6%	2%	1%	10%	15%	24%	8%	21%	1%	19%	5%
Computer Skills	9%	15%	17%	5%	9%	11%	11%	7%	10%	3%	9%	12%	8%	6%	6%	11%
Supervisory Skills	7%	5%	4%	2%	6%	8%	9%	12%	6%	2%	15%	9%	7%	7%	4%	8%
Time Management	6%	6%	9%	7%	4%	7%	4%	5%	8%	4%	7%	4%	7%	6%	6%	11%
Mathematics	5%	5%	8%	2%	6%	6%	2%	9%	2%	4%	3%	11%	3%	6%	7%	7%
Leadership	5%	2%	3%	3%	6%	4%	3%	6%	4%	6%	10%	5%	6%	5%	7%	7%
Creativity	5%	3%	3%	29%	4%	3%	2%	5%	8%	5%	8%	2%	21%	4%	5%	5%
Presentation Skills	5%	2%	4%	6%	4%	5%	2%	1%	7%	5%	8%	2%	10%	1%	8%	8%
Analytical Skills	3%	3%	3%	2%	3%	7%	1%	1%	4%	5%	6%	3%	7%	0%	10%	2%
Critical Thinking	2%	1%	1%	1%	1%	2%	6%	0%	2%	2%	2%	1%	2%	1%	3%	1%

https://www.burning-glass.com/wp-content/uploads/Human_Factor_Baseline_Skills_FINAL.pdf

Part 3: Career Exploration Skills: Exploring How Your Talent Aligns to the World of Work

Career exploration helps you begin to identify career and life goals. Identifying career and life goals is a key development mechanism that helps one become proactive and self-directed. Career and life goals are plural because research indicates that maintaining three goals throughout the lifespan is associated with better quality of life outcomes.

Career exploration skills build from the your awareness of your talent combined identifying all of the ways in which this talent can be applied in the world of work.

Using the list of careers generated by AzCIS, we can now look more deeply at the nature of each career and learn a lot about them. Take some time to explore:

- The nature of each career
- Activities and skills that are most strongly associated with each career
- Transferable skills that are relevant to other careers within and outside the career cluster
- Labor market projections in their region including whether there is a high demand for the career and the entry level wages within their region or the Commonwealth

Activity 3.1: Using the Compare Feature in Online Career Information Systems

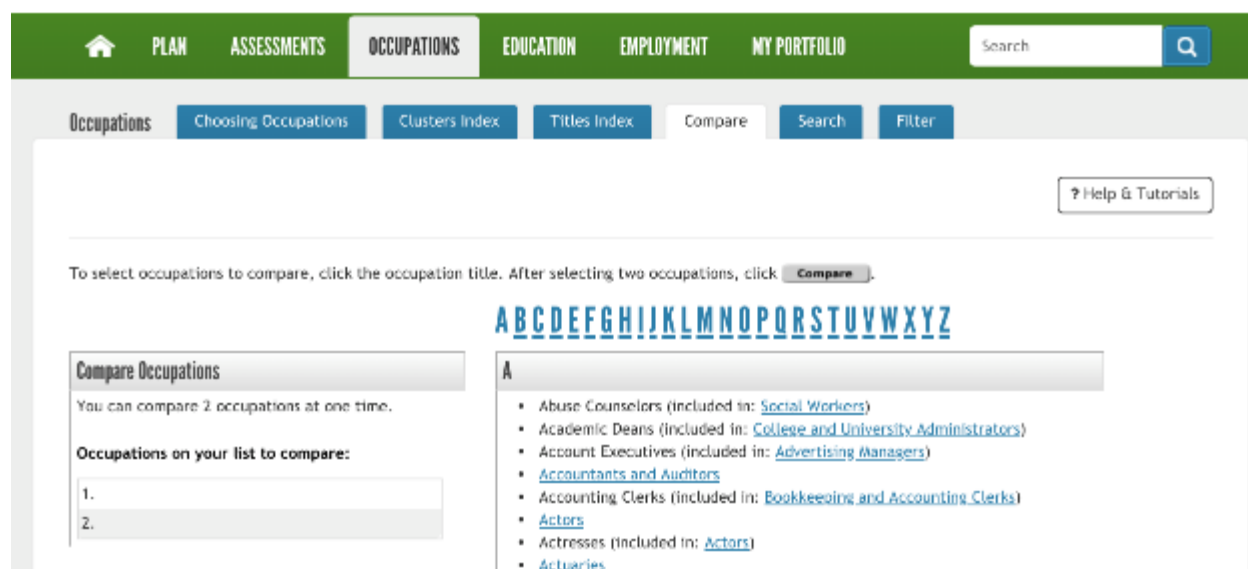
Many online career information systems offer a Compare Feature that allows one to evaluate more than one career side by side along a wide range of topics. For this activity, we will be using the Compare Occupations Feature within AzCIS



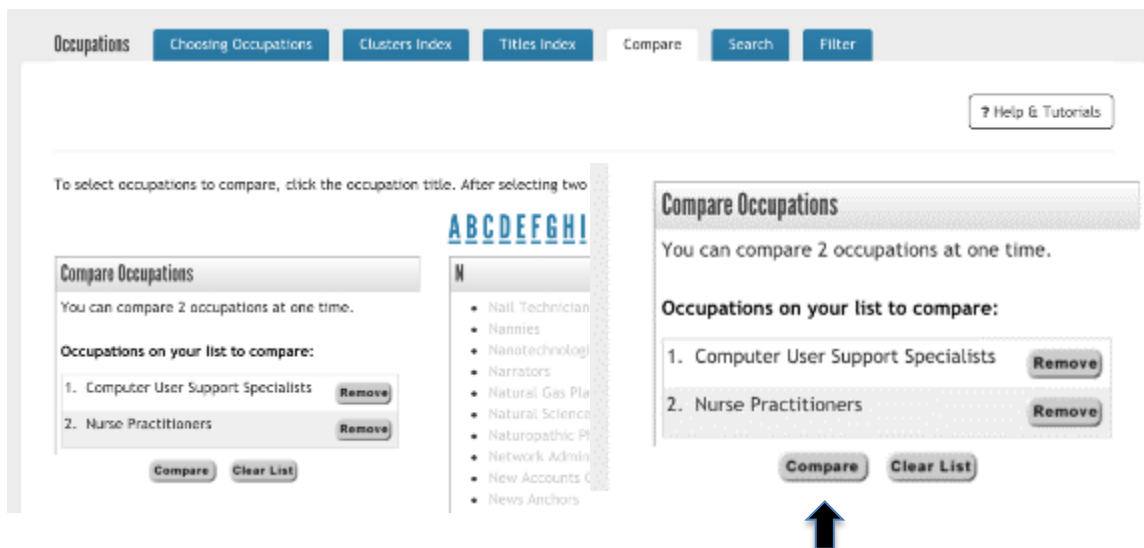
DIRECTIONS

AzCIS allows one to compare two occupations at a time.

1. Select two of the three occupations you want to compare.
2. Use the alphabetical list provided in AzCIS.



3. For demonstration purposes, let's again select Computer User Support Specialist and an occupation from a completely different cluster – Nurse Practitioners. Once selected, Click on “Compare.”



4. For Career Exploration Skills, the aim is to help youth develop the “skills” needed to explore an expanded range of career possibilities.

Notice that the Compare subheadings on the left side of the Compare results page offer a wide range of topics. For this activity, the key topics we want to explore include:

- Overview
- Task List
- **Common Work Activities**
- Physical Demands
- **Skills and Abilities**
- Knowledge
- **Wages**
- **Employment and Outlook**
- **Interests and Values**

If you are short on time, the **bolded** topics are suggested as the most critical topics to address.

The screenshot shows the 'COMPARE' page on the Occupational Outlook Handbook website. The top navigation bar includes 'Occupations', 'Choosing Occupations', 'Clusters Index', 'Titles Index', 'Compare', 'Search', and 'Filter'. The 'COMPARE' section is active, and the 'Topics' sidebar on the left lists various categories, with 'Overview' selected. The main content area is divided into two columns. The left column, titled 'Overview', features a subheading 'Computer User Support Specialists' and an image of a person working on a computer. The right column, titled 'Nurse Practitioners', includes a description of their role and a list of specialization areas.

Topics

- [Overview](#)
- [Task List](#)
- [Common Work Activities](#)
- [Working Conditions](#)
- [Physical Demands](#)
- [Skills and Abilities](#)
- [Knowledge](#)
- [Helpful High School Courses](#)
- [Preparation](#)
- [Licensing / Certification](#)
- [Wages](#)
- [Employment and Outlook](#)
- [Interests and Values](#)

Overview

Computer User Support Specialists

Computer user support specialists help people solve problems with their computer hardware and software.

Computer user support specialists help coworkers or people who bought their companies' products. They start by talking to customers about problems they may be having. They either make the repairs themselves or tell customers what to change.

Computer user support specialists may have different tasks depending on if they are providing support to customers or coworkers.

Coworker support

Computer user support specialists who help coworkers test or monitor systems to locate the problem. They can make repairs and test to make sure the problems are fixed. They may continue to monitor computers to see if more work needs to be done. Specialists document what repairs they made and what hardware or software they installed.

Nurse Practitioners

Nurse practitioners serve as primary and specialty care providers. They treat and care for patients with a broad range of health issues.

Nurse practitioners are registered nurses who have additional training. They see patients for a variety of issues as well as general check-ups. They treat patients and prescribe certain medications.

Nurse practitioners may specialize in areas such as:

- Emergency care
- Family medicine
- Pediatrics
- Women's health
- Geriatrics

Nurse practitioners get information from patients about their medical history. They examine patients and discuss any problems. They also order x-rays and other tests and interpret their results. When needed, they prescribe some medicines or treatments.

Nurse practitioners talk to patients about healthy lifestyles and ways to manage chronic conditions. Sometimes they refer patients to doctors or specialists.

Part 4: Career Management Skills: Creating Action Plans to Pursue Your Career and Life Goals

Activity 4.1: Academic, College and Career Planning: Comparing Careers to Identify Academic Plans and Postsecondary Pathways

This activity is a repeat of 2.4B2: Using the Compare Feature in Online Career Information Systems. We are using AzCIS to demonstrate how we can enable youth to explore the academic courses and postsecondary pathways needed to pursue the occupations they are comparing.

DIRECTIONS

1. Going back to the Compare Occupations feature in AzCIS, click first in Helpful High School Courses.
2. Below are the Helpful High School Courses results:
 - One important point made in the description below is that the academic plans needed to enter many selective colleges, demand coursework that often goes well-beyond the courses needed for high school.

Helpful High School Courses

Computer User Support Specialists

In high school, take classes that prepare you for college. A [college preparatory curriculum](#) may be different from your state's [graduation requirements](#).

You should also consider taking some advanced courses in high school. This includes Advanced Placement (AP) and International Baccalaureate (IB) courses if they are available in your school. If you do well in these courses, you may receive college credit for them. Advanced courses can also strengthen your college application.

Helpful electives to take in high school that prepare you for this occupation include:

- Computer Applications
- Computer Programming
- Computer Science

The courses listed above are meant to help you create your high school plan. If you have not already done so, talk to a school counselor or parent about the courses you are considering taking.

You should also check with a teacher or counselor to see if work-based learning opportunities are available in your school and community. These might include field trips, job shadowing, internships, and actual work experience. The goal of these activities is to help you connect your school experiences with real-life work.

Join some groups, try some hobbies, or volunteer with an organization that interests you. By participating in activities you can have fun, make new friends, and learn about yourself. Maybe one of them will help direct you to a future career. Here are [examples of activities and groups](#) that may be available in your high school or community.

Nurse Practitioners

In high school, take classes that prepare you for college. A [college preparatory curriculum](#) may be different from your state's [graduation requirements](#).

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Helpful electives to take in high school that prepare you for this occupation include:

- Anatomy and Physiology
- Computer Applications
- Health Education
- Introduction to Health Care
- Nursing
- Safety and First Aid

The courses listed above are meant to help you create your high school plan. If you have not already done so, talk to a school counselor or parent about the courses you are considering taking.

You should also check with a teacher or counselor to see if work-based learning opportunities are available in your school and community. These might include field trips, job shadowing, internships, and actual work experience. The goal of these activities is to help you connect your school experiences with real-life work.

Join some groups, try some hobbies, or volunteer with an organization that interests you. By participating in activities you can have fun, make new friends, and learn about yourself. Maybe one of them will help direct you to a future career. Here are [examples of activities and groups](#) that may be available in your high school or community.

3. Also, click on the “college preparatory courses” link to find the following graphic that describes the courses needed to competitive for entering colleges within the Commonwealth.
 - Note, this graphic should be aligned with the education requirements that allows students who are interested in a postsecondary degree to plan their 4-year course plan.

4. You may or may not be considering a four-year college as their postsecondary plan. Career information systems are an important resource for helping you evaluate different postsecondary pathways. By clicking on the Preparation link, youth receive a general overview of the pathways one can use to pursue the career.

Preparation

Computer User Support Specialists

To work as a computer user support specialist, you typically need to:

- have a high school diploma or equivalent; and
- complete formal training.

Education after high school

Many computer user support specialists learn their skills through formal training programs. Some employers require at least an associate degree and a few prefer a bachelor's degree. Vocational schools, community colleges, and colleges offer training. Common areas of study are computer science or information technology.

Work experience

You can get experience through part-time or summer jobs in the computer industry. Another approach is to gain experience through your hobbies, such as building computer systems or learning software programs. A common way to demonstrate your level of experience to employers is to get certified in an area of computing. Many employers look for candidates with one to two years or related experience.

On-the-job training

New specialists start by dealing directly with customers or in-house users. They often receive on-the-job training. The length of training varies by employer.

Because of rapid changes in technology, support specialists often attend training sessions to update their skills. Employers, software and hardware vendors, colleges and universities, and private training firms offer continuing education courses.

Nurse Practitioners

To work as a nurse practitioner, you typically need to:

- have a high school diploma or equivalent;
- have a bachelor's degree in nursing;
- graduate from a nurse practitioner degree program;
- be licensed as a registered nurse; and
- be certified as a nurse practitioner.

Education after high school

Most nurse practitioners begin by earning a bachelor's degree in nursing. Then they spend another few years earning a graduate degree. Some graduate programs for nurse practitioners take one to two years to complete. You learn diagnostic and general health assessment skills. You can also focus in a particular area.

There is a growing national movement to require all NPs to earn a Doctor of Nursing Practice (DNP) degree. DNP programs require three to four years study beyond a bachelor's degree in nursing.

Work Experience

Working as a registered nurse or a licensed practical nurse provides good experience for this occupation. Volunteering at a clinic or hospital is also helpful.

On-the-job training

A significant part of studying to become a nurse practitioner is spending time in clinical settings. During this period you work with patients directly.

Military training

Some branches of the military offer training in nursing specialties to people who are already licensed as a registered nurse. Training lasts 14 to 27 weeks, depending on your specialty. Additional training occurs on the job.

5. The Education feature in AzCIS provides a wide range of information that support students in developing academic, college and career planning skills.

The screenshot shows the AzCIS website interface. At the top is a green navigation bar with links: HOME, PLAN, ASSESSMENTS, OCCUPATIONS, EDUCATION (highlighted), EMPLOYMENT, and MY PORTFOLIO. A search bar is on the right. Below this is a grey bar with 'Programs of Study' and buttons for 'Choosing a Program of Study', 'Clusters Index', 'Titles Index', and 'Search'. The main content area is titled 'COMPUTER SUPPORT SPECIALIST' in blue. To the right of the title are 'Save' and 'Print' buttons. On the left is a sidebar with 'Topics' (Overview, Program Admission, Typical Course Work, Things to Know) and 'Related Information' (Massachusetts Schools, US Colleges and Universities, Programs of study, Occupations, Financial Aid). The 'Overview' section contains a paragraph about computer support specialist programs, a bulleted list of topics (Information systems, Networking, Operating systems, Computer hardware and software, Help desk concepts, Customer service principles), and a 'Schools' section with text about certificate, associate degree, and bachelor's degree programs.

COMPUTER SUPPORT SPECIALIST

★ Save Print

Topics

- [Overview](#)
- Program Admission
- Typical Course Work
- Things to Know

Related Information

- Massachusetts Schools
- US Colleges and Universities
- Programs of study
- Occupations
- Financial Aid

Overview

Computer support specialist programs prepare people to provide technical assistance and support to computer users.

Computer support specialist programs include topics such as:

- Information systems
- Networking
- Operating systems
- Computer hardware and software
- Help desk concepts
- Customer service principles

Schools

Many career and technical schools offer computer support specialist certificate programs. Most community colleges offer computer support specialist certificate and associate degree programs. A certificate program usually takes a year of full-time study. An associate degree program usually takes two years of full-time study.

Very few colleges and universities offer bachelor's degree programs in computer support. A bachelor's degree usually takes about four years of full-time study.

6. By clicking on “occupations” within the Education feature, students are able to learn about the many related career opportunities, many of which will need a four-year degree.
- One interesting note is that the slide below now includes “Computer User Support Specialist” as an occupation that is directly related to Computer Support Specialist.

The screenshot shows the ECAP website interface. At the top, there is a green navigation bar with tabs: HOME, PLAN, ASSESSMENTS, OCCUPATIONS, EDUCATION (selected), EMPLOYMENT, and MY PORTFOLIO. A search bar is located on the right. Below the navigation bar, there is a sub-navigation bar with links: Programs of Study, Choosing a Program of Study, Clusters Index, Titles Index, and Search. The main content area is titled 'COMPUTER SUPPORT SPECIALIST' and includes a 'Save' button and a 'Print' button. On the left, there is a sidebar with 'Topics' (Overview, Program Admission, Typical Course Work, Things to Know) and 'Related Information' (Massachusetts Schools, US Colleges and Universities, Programs of study, Occupations, Financial Aid). The main content area is titled 'Occupations' and includes a paragraph: 'The occupations listed below are ones that you may be qualified to enter once you complete this program of study.' It then lists 'Occupations directly related to this program of study' and 'Other occupations related to this program of study' with links to various occupations.

COMPUTER SUPPORT SPECIALIST

★ Save Print

Topics

- Overview
- Program Admission
- Typical Course Work
- Things to Know

Related Information

- Massachusetts Schools
- US Colleges and Universities
- Programs of study
- [Occupations](#)
- Financial Aid

Occupations

The occupations listed below are ones that you may be qualified to enter once you complete this program of study.

Occupations directly related to this program of study

- [Computer Systems Analysts](#)
- [Computer User Support Specialists](#)

Other occupations related to this program of study

- [Communications Equipment Mechanics](#)
- [Computer Operators](#)
- [Computer Programmers](#)
- [Information Security Analysts](#)

7. The last feature to showcase in Education is the link to local postsecondary education opportunities to pursue a two-year certification to become a Computer Support Specialist.

COMPUTER SUPPORT SPECIALIST

[★ Save](#)[Print](#)

Topics

[Overview](#)[Program Admission](#)[Typical Course Work](#)[Things to Know](#)

Related Information

[Massachusetts Schools](#)[US Colleges and Universities](#)[Programs of study](#)[Occupations](#)[Financial Aid](#)

Massachusetts Schools

The state links below will display a list schools that offer the program of study you are currently exploring.

- [Greater Boston](#)
 - [Centro Latino, Inc.](#) - Certificate
[Program Descriptions](#)
 - [Lincoln Technical Institute / Somerville](#) - Certificate, Diploma
[Program Descriptions](#)
 - [Lowell Institute School at Northeastern University](#) - Bachelor's
[Program Descriptions](#)
 - [Mujeres Unidas](#) - Certificate
[Program Descriptions](#)
 - [Network Technology Academy Institute - Malden](#) - Certificate
[Program Descriptions](#)
 - [Network Technology Academy Institute - Somerville](#) - Certificate
[Program Descriptions](#)
- [Northeast Massachusetts](#)
- [Southeast Massachusetts](#)

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- Burning Glass Technologies, “How to Double Job Opportunities for Biology and Psychology Majors,” available at <http://burning-glass.com/how-double-job-openings-for-biology-and-psychology-majors/>.
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